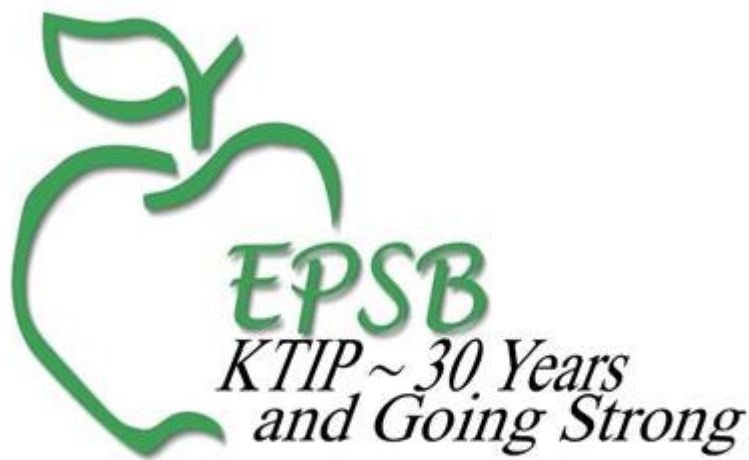


Kentucky Teacher Internship Program (KTIP) Handbook



FALL 2017 EDITION

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Overview

The Kentucky Teacher Internship Program (KTIP) includes a focused collection of evidence provided by the intern teacher which clearly demonstrates performance on the components of the Kentucky Framework for Teaching. The KTIP approach is grounded in a developmental view of teaching, recognizing that the complex, demanding work of the profession is mastered over the course of several years of study, consultation, and reflective practice. The purpose is to support beginning teachers in their development and to focus this support through a process that aligns with the Professional Growth and Effectiveness System (PGES) and meets the Interstate Assessment and Support Consortium (InTASC) standards.

The KTIP evidence collection process is organized around the three or four cycles of the internship year. During the first two cycles, the committee (resource teacher, principal, and teacher educator) formatively evaluates your performance and provides feedback to reinforce your strengths and address selected areas for professional growth. While formative assessments and feedback occur before the third cycle, it is during the third cycle that your performance on each of the components of the Kentucky Framework for Teaching is summatively evaluated to determine if you will be recommended for certification. To be recommended for certification at the end of Cycle 3, your committee must come to a consensus on your performance by rating each component as DEVELOPING or higher. If a consensus cannot be reached, majority rule will be utilized.

In the KTIP process, there are seven Sources of Evidence that are specifically designed to provide you with the opportunity to demonstrate your performance of the Kentucky Framework for Teaching components. The Sources of Evidence are listed below.

Sources of Evidence		
1. Lesson Plan 2. Post-Observation Reflection	3. Professional Growth 4. Records and Communications 5. Professional Involvement	6. Observation of Teaching 7. Student Voice Survey

Developing the Sources of Evidence

The Contexts for Developing the Sources of Evidence:

Developing the seven Sources of Evidence will provide opportunities for you to demonstrate and refine your teaching knowledge and skills in the context of the classroom. These skills include identifying student strengths and learning needs, planning instruction that addresses those needs, developing formative and summative assessment of student learning, analyzing and reflecting on student performance data to improve the impact of instruction on student learning, and collaborating with colleagues, families, and others who can contribute to meeting the needs of your students. In addition, you will have the opportunity to demonstrate and refine your teaching skills in the broader context of the school by becoming actively involved in the life of your school's professional community to improve student learning and the school environment. You will have the opportunity to identify your strengths and areas for growth as a teacher relative to the four domains of the Kentucky Framework for Teaching. Initially, while working with your committee, you will identify one or more areas for growth that, if addressed, would develop and/or refine your teaching skills. You will then develop and implement a professional growth plan that addresses the identified growth area(s) during your KTIP experience.

Templates for the Sources of Evidence:

As noted above, you will demonstrate your performance on the components of the Kentucky Framework for Teaching with the Sources of Evidence. You will use online templates to provide the seven Sources of Evidence. The component(s) of the Kentucky Framework for Teaching addressed by each Source of Evidence is identified on the template by a parenthetical notation (e.g. (1E)). Guidelines for each template provide directions and timelines for developing the Source of Evidence. In addition, each template provides prompts and directions for its completion. This handbook provides paper copies of the templates that are available online at www.eapsb.ky.gov. The online templates are in Microsoft Word and can be downloaded as needed. It should be noted that some Sources of Evidence will require that you provide evidence/artifacts of your teaching, such as copies of your assessments. For this reason, it is essential that you read the directions for each template carefully so that you provide what is needed. In addition, your committee may require that you provide additional documentation for one or more of the Sources of Evidence.

Schedule of Activities for the Internship Year

Prior to Orientation Meeting, you will need to:

- Access the Intern Management System (IMS); (to access IMS, you will need to create a username and password at www.epsb.ky.gov. Click “Log in to EPSB” and create new account)
- Access the KTIP Forms and Resources:
 - i. Go to the EPSB website: www.epsb.ky.gov (do not login)
 - ii. Click on Internships
 - iii. Click on KTIP
 - iv. Click on KTIP Forms and Resource Information
- Complete, download, and sign the *Intern Information Sheet*.
- Complete the Self-Assessment of Performance section of the Professional Growth Plan.
- Identify possible ways you might become involved in the professional community of your school and district.
- Establish tentative meeting dates for out-of-class hours with the resource teacher.

During Orientation Meeting, you and your committee will:

- Review all materials, processes, and procedures, and discuss expectations.
- Discuss results of Self-Assessment of Performance as they will relate to your strengths and areas for growth.
- Begin work on your Professional Involvement Log by identifying ways you will become involved in the professional community of your school and district.
- Work with committee members to set the observation and committee meeting dates.
- Sign off on the Orientation Meeting in the Intern Management System (IMS).

During Cycle 1, you will:

- Develop your Cycle 1 Lesson Plans and submit electronically to the appropriate committee members 2-3 days prior to their observations.
- Complete the Post-Observation Reflection after each observed lesson and submit electronically to the appropriate committee members.
- Continue to work on Professional Involvement by entering the activities in which you are involved on the Professional Involvement Log.
- Develop the Records and Communication evidence.
- Work with your resource teacher to identify your strengths and priority areas for growth and possible types of professional learning/development needed.

During Cycle 1 Committee Meeting, you and your committee will:

- Discuss the scores and supporting evidence for the Framework components.
- Discuss your work on the Records and Communications and identify any areas that need more information.
- Agree upon your professional growth goal(s) for Cycle 2 and discuss the activities and the support/resources needed to achieve the goal(s). You will use this information in developing your PGP.
- Discuss your work on the Professional Involvement Log.
- Clarify expectations for Cycle 2.
- Review dates for observations and Committee Meeting for Cycle 2.

During Cycle 2, you will:

- Develop your Cycle 2 Lesson Plans and submit electronically to the appropriate committee members 2-3 days prior to their observation.
- Complete the Post-Observation Reflection after each observed lesson and submit electronically to the appropriate committee members.
- Develop your PGP. You must submit your PGP electronically to your committee members for their review and approval within two weeks after the Cycle 1 Committee Meeting.
- Complete Cycle 2 section of the PGP.
- Update your Professional Involvement Log and submit electronically to committee members.
- Update your Records and Communication, if directed by your committee.

During Cycle 2 Committee Meeting, you and your committee will:

- Discuss the scores and supporting evidence for the Framework components.
- Discuss the progress made in implementing the professional growth activities and identify assistance and other

documentation needed for these activities on the PGP.

- Review progress made on the Professional Involvement Log and confirm the appropriateness of the activities.
- Review your work on Records and Communications.
- Decide whether you will video one lesson for Cycle 3 or have each committee member observe a lesson.
- Review dates for observations and the Committee Meeting for Cycle 3.
- If all committee members have entered scores, sign off on the Cycle 2 Committee Meeting in IMS.

During Cycle 3, you will:

- Develop your Lesson Plan and video and submit them electronically to the committee members.

OR

Develop your Lesson Plans and submit electronically to the appropriate committee members 2-3 days prior to their observations.

- Complete the Post-Observation Reflection after each observed lesson.
- Complete the Cycle 3 Self-Assessment of Performance of the Professional Growth to determine your current level of performance related to each component of the Kentucky Framework for Teaching.
- Administer and score the Student Voice Survey and provide evidence of it to committee and summarize on PGP.
- Complete the Cycle 3 Final Report section of the PGP and submit to committee members electronically for their review and approval.
- Confirm that you have submitted all required and completed Sources of Evidence to your committee members for their review and summative evaluation prior to the Cycle 3 Committee Meeting.
- Review and sign (if completed) the Resource Teacher Time Sheet in IMS.

During Cycle 3 Committee Meeting, you and your committee will:

- Discuss the scores and supporting evidence for the Framework components.
- Discuss all required and completed Sources of Evidence.
- If all members have entered scores, sign off on the Cycle 3 Committee Meeting in IMS.

Optional Cycle 4:

If the KTIP Committee believes that more time would allow better demonstration of one or more of the Kentucky Framework for Teaching components, a Cycle 4 may be conducted. This additional cycle could include observations and/or a review of selected Sources of Evidence. It must include a committee meeting. The results would replace those reported in Cycle 3.

The decision to allow a fourth cycle is solely at the discretion of the KTIP Committee. If a fourth cycle is conducted, it shall fall within the timelines of Cycle 3, and all committee members must be in agreement.

KTIP Organizer:

In each KTIP Cycle you will be developing or expanding your responses to the Sources of Evidence which will be submitted to your committee members for their review and evaluation. To ensure that the work you submit is complete and organized, the KTIP Organizer, found on the next page, is provided. This organizer provides a list of the Sources of Evidence that should be presented for review and evaluation at each KTIP meeting, the order in which they are to be presented, and a brief description of the expected content of each. Whether you and your committee choose to use a paper record or an electronic record such as Google Documents, the KTIP Organizer should be used to ensure that your KTIP materials are complete and organized.

KTIP ORGANIZER

Orientation Meeting Organizer

(NOTE: Orientation Meeting is held prior to any formal classroom observations)

- _____ KTIP Organizer
- _____ Signed Intern Information Sheet
- _____ Professional Growth – Initial Kentucky Framework for Teaching Self-Assessment

Cycle 1 Committee Meeting Organizer

(Cycle 1 Timeframe: 1-60 instructional days following the orientation meeting)

- _____ Lesson Plan - Cycle 1 Lesson Plan for each observed lesson
- _____ Post-Observation Reflection for each observed lesson
- _____ Records and Communications – Description of Records and Communications
- _____ Professional Growth - Identified Strengths and possible Priority Areas for Growth
- _____ Professional Involvement – Cycle 1 Professional Involvement Log and Cycle 1 Involvement Review and Reflection
- _____ Observations of Teaching - Intern Performance Record from each committee member

Cycle 2 Committee Meeting Organizer

(Cycle 2 Timeframe: 61-110 instructional days following the orientation meeting)

- _____ Lesson Plan - Cycle 2 Lesson Plan for each observed lesson
- _____ Post-Observation Reflection for each observed lesson
- _____ Records and Communications – Only if committee requested additional information
- _____ Professional Growth – Approved PGP and Cycle 2 Progress Report
- _____ Professional Involvement – Updated Professional Involvement Log and Cycle 2 Involvement Review and Reflection
- _____ Observations of Teaching - Intern Performance Record from each committee member

Cycle 3 Committee Meeting Organizer

(Cycle 3 Timeframe: 111 instructional days following the orientation meeting-- end of school)

- _____ Lesson Plan - Cycle 3 Lesson Plan for each observed lesson
- _____ Post-Observation Reflection for each observed lesson
- _____ Records and Communications – Only if the committee requested additional information
- _____ Student Voice – Cycle 3 Student Voice Data/Profile
- _____ Professional Growth – Approved PGP and Cycle 3 Final Report
- _____ Professional Involvement – Updated Professional Involvement Log and Cycle 3 Final Involvement Review and Reflection
- _____ Observation of Teaching - Intern Performance Record from each committee member

Intern Information Sheet

Complete this template and include it in your documentation

Name: _____

Current Teaching Assignment: Grade(s) _____ **Subject(s)** _____

School District: _____

School Name: _____

School Address: _____

School Telephone: _____ **Cell** _____ **Home** _____

Home Address: _____

School E-mail Address: _____

I verify that this is my authentic work, the original work of my students, and authentic feedback from colleagues, families, and administrators. I also verify that I have thoroughly read the KTIP Handbook.

Signature: _____ **Date:** _____

Source of Evidence: Lesson Plan	
Your committee will use this evidence to evaluate your performance on the following:	
Kentucky Framework for Teaching Components 1A – Demonstrating Knowledge of Content and Pedagogy 1B – Demonstrating Knowledge of Students 1C – Setting Instructional Outcomes 1D – Demonstrating Knowledge of Resources 1E – Developing Coherent Instruction 1F – Designing Student Assessment	Kentucky Teacher Performance Standards ¹ – Learner Development 2 – Learning Differences 4 – Content Knowledge 6 – Assessment 7 – Planning for Instruction

Guidelines for Developing the Source of Evidence: Lesson Plan

Effectively planning and implementing instruction requires that you first have knowledge of the content to be addressed and the appropriate strategies for presenting the content. Second, you must have a clear knowledge/understanding of your students and what they bring to the learning environment. Finally, you must have knowledge of the resources available to support instruction and facilitate student learning.

The development of your lesson plans should allow you to demonstrate your knowledge of your students, subject matter, and resources. Your lesson plan will provide the foundation upon which you will create the classroom environment and implement instruction. The lesson plan template should be used in planning all lessons to be observed by your KTIP committee members. Each lesson plan should be sent to the appropriate committee member 2 -3 days before the scheduled observation to allow for review and feedback.

1. Describe the Students for which this Lesson is Designed

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies that were considered in designing this lesson.

2. Lesson Learning Target(s)/Objectives

To establish the context for the lesson to be observed, list the previous lesson's learning targets/objectives, the current lesson's learning targets/objectives and the next lesson's learning targets/objectives. The connections to the state curriculum/content area standards should be focused on the knowledge, skills, and/or processes identified in the learning targets/objectives. Be sure that all learning targets/objectives are student-centered, observable, and measurable.

3. Students' Baseline Knowledge and Skills

Briefly describe the pre-assessment(s) you used to identify your students' baseline knowledge and skills relative to the learning targets/objectives for this lesson. Attach copies of baseline data and all assessments used.

4. Formative Assessment(s)

Identify the type of formative assessments and data that will be used to determine student progress in achieving the learning targets/objectives. If needed, identify how these assessments will be differentiated to address the needs of your students. In addition to the formative assessments you will use, describe how you will provide opportunities for your students to self-assess their learning progress. Attach copies of the formative assessments and student self-assessments to be used.

5. Resources

Identify the resources and assistance that will be needed for the lesson. During the course of your internship you should make use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitating your students' learning.

6. Lesson Procedures

Describe the sequence of strategies, activities, and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence be sure to:

- Describe how your instruction will be differentiated to meet the needs, interests, and abilities of your students.
- Identify the questions you will use to promote higher order thinking and encourage discussion.

7. Watch For-----

Are there specific indicators for the components of Domain 2 - Classroom Environment and/or Domain 3 - Instruction that you would like specifically observed during this lesson? If there are, please note these on your plan to alert the observer.

Source of Evidence: Lesson Plan

Name: _____ **Date of Observation :** _____ **Cycle:** _____
Ages/Grades of Students _____ **# of Students in Class** _____
of Students having IEP/504 _____ **# of Gifted Students** _____ **# of Students having LEP** _____
Lesson Title: _____

1. Context: Describe the Students for which this Lesson is Designed (1B):

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. *Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, socioeconomic diversity in class.*

2. Lesson Learning Targets/Objectives (1A) (1C)

- a. Previous lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)
- b. Current lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)
- c. Next lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)

3. Students' Baseline Knowledge and Skills (1B) (1F)

Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.

4. Formative Assessment (1F)

Describe and include the formative assessment(s) and the criteria/rubric for expected outcomes to be used to measure student progress during this lesson.

5. Resources (1D)

Identify the resources and assistance available to support your instruction and facilitate students' learning for this lesson. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.

6. Lesson Procedures (1E)

Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities.

7. Watch For-----

Identify anything that you would like specifically observed during this lesson.

Source of Evidence: Post-Observation Reflection	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 3E – Demonstrating Flexibility and Responsiveness 4A – Reflecting on Teaching	<u>Kentucky Teacher Performance Standards</u> ⁹ – Professional Learning and Ethical Practice

Guidelines for Developing the Source of Evidence: Post-Observation Reflection

Teaching is a purposeful act, involving many decisions in both the planning and implementation of instruction. Reflection is the thoughtful consideration of those decisions in light of their impact on student learning to determine what aspects of instruction need to be changed and what aspects should be continued. The accuracy and specificity of your reflection and the validity of actions based on the reflection will depend on the extent to which the reflection is based on accurate performance data. During your internship, your committee and colleagues will help you refine your skill of reflection. Accurate reflection is the basis for planning and implementing both instruction that is responsive to your students' needs and professional learning that is responsive to your needs.

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing, and assessing an observed lesson and describe the actions taken based on your reflection.

1. While the directions on the template state this Source of Evidence should be completed within two days of each observation, it is recommended that your analysis of the lesson's formative assessment data be done as soon as possible after the lesson to ensure that the data is used to inform ongoing instruction in a timely fashion.
2. Your response to these questions should be based on an analysis of the formative assessment data from the lesson. Actual data should be incorporated into the response and/or provided as an attachment.
3. Identify any other student evidence or artifacts that informed your determination of student achievement and describe their influence on your determination.
4. If classroom procedures, student conduct, and/or physical space contributed to or hindered student learning, describe the specific contribution or hindrance.
5. If you departed from your plan, be specific as to how and why you changed your plan.
6. If you were to teach this lesson again, explain what you would do differently and why you would make the change(s).
7. What professional growth needs have you identified based on your reflections as you planned, taught, and assessed your lessons? How do you plan to address these needs?

Source of Evidence: Post-Observation Reflection										
Name:	Cycle:	Date:								
This Source of Evidence must be completed within two days after each observed lesson.										
<p>1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 50%; text-align: center; padding-bottom: 10px;">Objective / Learning Target 1</th> <th style="width: 50%; text-align: center; padding-bottom: 10px;">Objective / Learning Target 2</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px 10px;">a) Below criteria _____ # of students</td> <td style="padding: 5px 10px;">_____ # of students</td> </tr> <tr> <td style="padding: 5px 10px;">b) Meets criteria _____ # of students</td> <td style="padding: 5px 10px;">_____ # of students</td> </tr> <tr> <td style="padding: 5px 10px;">c) Exceeds criteria _____ # of students</td> <td style="padding: 5px 10px;">_____ # of students</td> </tr> </tbody> </table> <p>Attach a copy of the formative assessment with the criteria or rubric used to determine students' performance on each of the lesson's learning targets/objectives.</p>			Objective / Learning Target 1	Objective / Learning Target 2	a) Below criteria _____ # of students	_____ # of students	b) Meets criteria _____ # of students	_____ # of students	c) Exceeds criteria _____ # of students	_____ # of students
Objective / Learning Target 1	Objective / Learning Target 2									
a) Below criteria _____ # of students	_____ # of students									
b) Meets criteria _____ # of students	_____ # of students									
c) Exceeds criteria _____ # of students	_____ # of students									
<p>2. Based on the formative assessment data, how successful was the lesson? What commonalities did you identify from this data? Did the students achieve the learning target(s)? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)</p>										
<p>3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence, or artifacts that assisted you in making your determination regarding student achievement. (4A)</p>										
<p>4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? (4A)</p>										
<p>5. Did you depart from your plan? If so, how and why? (3E)</p>										
<p>6. What changes would you make if you were to teach this lesson again? What evidence informed the changes? (4A)</p>										
<p>7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (4A) (4E)</p>										

Source of Evidence: Records and Communication	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 4B – Maintaining Accurate Records 4C – Communicating with Families	<u>Kentucky Teacher Performance Standards</u> 10 – Leadership and Collaboration

Guidelines for Developing the Source of Evidence: Records and Communication

An essential responsibility of teachers is to keep accurate records of both instructional and non-instructional events. Accurate records are vital because they inform the teacher’s interactions with colleagues, students, and families. The methods for keeping these records will vary depending on the type of information being recorded and the requirements of the school district.

Another responsibility of teachers is to establish relationships with families by communicating with them about the instructional program and their child’s progress and providing opportunities for them to be involved in the educational process. A teacher’s efforts to communicate with students’ families conveys a message of caring on the part of the teacher.

This Source of Evidence should be initiated during Cycle 1 to inform discussions during the post-observation conferences and the Cycle 1 Committee Meeting regarding Components (4B) and (4C). If Component 4B – Maintaining Accurate Records and/or Component 4C- Communicating with Families are scored as ineffective by one or more committee members during Cycle 1, this Source of Evidence must be further developed and submitted for reevaluation during Cycle 2. If Component 4B and 4C are scored as Developing or higher by all committee members during Cycle 1, no additional write-up is required during Cycle 2 or Cycle 3 unless the committee requests more information or you wish to improve your documentation. You should, however, be prepared to share any changes made or insights gained regarding the two components during post-observation conferences and committee meetings.

There are not guiding questions for developing this Source of Evidence, as the prompts are simple and straightforward.

Source of Evidence: Records and Communication	
Name:	Date:
This Source of Evidence should be initiated during Cycle 1.	
<p>1. Records (4B) Briefly describe and show evidence of :</p> <ul style="list-style-type: none"> a. Routine classroom events (e.g. attendance, completion of assignments, etc.) b. Individual student learning/progress c. Non-instructional matters (e.g. permission slips, picture money, equipment inventories, etc.) 	
<p>2. Communication (4C) Describe ways that you communicate with students and families regarding:</p> <ul style="list-style-type: none"> a. The learning of the student. b. The instructional program in which the student is involved. c. The ways that families could become involved in the student's learning. <p>Reflect on how your efforts to communicate with students and families had a positive impact on the environment in your classroom and how they could be improved.</p>	

Source of Evidence: Professional Involvement	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 4A – Reflecting on Teaching 4B – Maintaining Accurate Records 4D – Participating in a Professional Community 4E – Growing and Developing Professionally 4F – Showing Professionalism	<u>Kentucky Teacher Performance Standards</u> ⁹ – Professional Learning and Ethical Practice 10 – Leadership and Collaboration

Guidelines for Developing the Source of Evidence: Professional Involvement

Effective schools are more than aggregations of effective classrooms. They are professional communities in which teachers are actively involved in collaborations with colleagues and others to improve instruction and student learning and seek ways to contribute to the quality of life for both students and teachers in the school and district. As an intern, you will have the opportunity to identify ways in which you can become actively involved in your school's professional community.

Your initial involvement in the professional community of your school should be discussed with committee members at the Orientation Meeting. The Professional Involvement Log should then be used to document your professional involvement activities during the course of your internship, providing a brief description of your contributions to/involvement in each activity noted. Your log should be updated during each cycle of the internship year as your involvement in some activities ends, involvement in other activities continues, and involvement in new activities is initiated.

Your professional involvement will be evaluated on the extent to which you have actively participated in a range of activities and have, over time, made a contribution to the professional community of your school.

During the Orientation Meeting, discuss with your committee ways you can be actively involved in the professional life of your school and district (e.g. involvement in instructional collaborations with colleagues such as PLCs or departmental/grade level groups to identify and address student needs, participation in school events/activities and student clubs or groups, service on school and/or district committees and projects, involvement in a professional book study, engagement with parent and community groups, etc.). Agree on your initial professional involvement activities for Cycle 1.

After the Orientation Meeting, use the Professional Involvement Log to document the ways you are currently involved in the professional life of your school and district, providing a description of your contributions to/involvement in each activity noted. This log should be updated during each cycle to reflect continued and new involvement.

1. For the Cycle 1 Committee Meeting, review your professional involvement during Cycle 1, reflecting on your contributions to/ involvement in the activities and the impact of your involvement on you, the students, and the school community. Identify activities that will be continued and any possible new opportunities for involvement during Cycle 2.
2. For the Cycle 2 Committee Meeting, review your professional involvement during Cycle 2, reflecting on your contributions to/ involvement in the activities and the impact of your involvement on you, the students, and the school community. Identify activities that will be continued and any possible new opportunities for involvement during Cycle 3.
3. For the Cycle 3 Committee Meeting, reflect on the impact of your professional involvement during the school year on you, the students, and the school community. What experiences were most beneficial? Identify any activities in which you would like to continue to be involved next year.

Source of Evidence: Professional Involvement (4D)	
Name:	
<p align="center">This log should be updated during each cycle.</p> <p>Your updated Professional Involvement Log should be available for review before each cycle's committee meeting</p>	
Activity	Description of Your Contributions/Involvement
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
1. Cycle 1 Involvement Review and Reflection	
2. Cycle 2 Involvement Review and Reflection	
3. Cycle 3 Final Involvement Review and Reflection	

Source of Evidence: Professional Growth	
Your committee will use this evidence to evaluate your performance on the following:	
Kentucky Framework for Teaching Components 4A – Reflecting on Teaching 4E – Growing and Developing Professionally	Kentucky Teacher Performance Standards ⁹ – Professional Learning and Ethical Practice 10 – Leadership and Collaboration

Guidelines for Developing the Source of Evidence: Professional Growth

As noted in the overview of this handbook, the KTIP approach is grounded in a developmental view of teaching, recognizing that the complex, demanding work of the profession is mastered over the course of several years of study, consultation, and reflective practice. In developing this Source of Evidence, you will have the opportunity to assess your present level of performance on the components of the Kentucky Framework for Teaching to begin to identify your strengths and areas for growth. Working with your resource teacher and then your committee, you will identify the focus for your PGP.

The PGP is the Source of Evidence that documents that you have been afforded due process. The areas for growth to be addressed on your PGP will be identified during the Cycle 1 Committee Meeting when you and your committee discuss your strengths and possible priority areas for growth. The PGP must first focus on documenting that you have been provided reasonable assistance to improve your performance on any components rated as Ineffective. If all components are rated as Developing or higher, the focus of the PGP can be on components which, if refined, would have the greatest impact on your instruction and your students' learning.

- Before the Orientation Meeting, you should assess your present level of performance on the components of the Kentucky Framework for Teaching by completing the following steps:
 - Download a copy of the Kentucky Framework for Teaching from the EPSB website.
 - For each component, carefully read the indicators for the four levels of performance and **mark with a highlighter the indicators that best describe your current performance for that component.**
 - For each component, the performance level with the most highlighted indicators best describes your assessment of your level of performance for the component.
 - In the Self-Assessment of Performance matrix on the template, click on the appropriate performance level to the right of each component.

Note: The initial self-assessment of your performance level on each of the Kentucky Framework for Teaching components can be done using this KTIP template or the self-assessment process associated with PGES used in your district. Either process will yield a performance rating for each component that can be used to inform the development of your PGP.

- During Cycle 1, review your ratings for the components of the Kentucky Framework for Teaching to identify those components that represent possible priority growth needs (needs which, if addressed by professional learning, would have a positive impact on your instruction and your students' learning). To get started, consider those components that you rated as either (I) Ineffective or (D) Developing. From these components, select the four components you believe would have the greatest impact on your instruction and student learning if addressed by professional learning. As you identify these components, click on them in the Possible Professional Growth Priority Components section of the template.
- At the Cycle 1 Committee Meeting, you and your committee should consider the components you identified as possible priorities for professional growth. Other Sources of Evidence such as observations and student assessment data should also be considered to reach agreement on the one or two priority components that will be your focus for professional growth goal development during Cycle 2. In the Priority Component for Professional Growth Plan Development section of the template, enter the number and name of the selected component(s) and click on the current level of performance below the component(s).

4. After the Cycle 1 Committee Meeting, you should develop your plan for professional learning/development that will effectively address your identified priority growth need(s), specific goals, and actions. Your answers to the following questions will be the basis for developing your PGP and should be entered in the PGP template.
 - a. What is your professional growth goal? What do you want to improve about your instruction that will effectively impact student learning?
 - b. What professional growth activities will help you develop the new knowledge/skills you need to make that improvement?
 - c. What resources and support will you need to develop the new knowledge/skills?
 - d. When do you anticipate completing each of the professional growth activities?
 - e. How will you assess any progress/success with your improvement goal(s)?
 - f. What is the expected impact on student growth?

Your PGP should be completed and sent to your committee members for review and approval no later than two weeks after the Cycle 1 Committee Meeting.

5. For the Cycle 2 Committee Meeting, provide evidence that your professional growth activities are having a positive impact on your instructional effectiveness and student learning. If it is too early for your growth activities to yield evidence of impact on student learning, provide evidence of how the activities have had an impact on your instruction.
6. For the Cycle 3 Committee Meeting, complete your Professional Growth Final Report
 - a. Analysis of Self-Assessments and Student Voice Survey data:

Complete the Cycle 3 Self-Assessment of your level of performance related to each of the components of the Kentucky Framework for Teaching. Compare the results of the Cycle 3 Self-Assessment with the results of the Initial Self-Assessment and identify specific areas of growth.

Analyze the results of the Cycle 3 Student Voice Survey. What do students see as something I do that is not clear to them? What is something they indicate I do well? Does your analysis suggest any areas for professional learning/development in the future?
 - b. Analysis of Professional Growth:

Discuss the progress made in addressing your professional growth needs. Did you achieve your professional growth goal(s)?
 - c. Summative Reflection:

Reflect on your professional learning activities and how they impacted your instructional effectiveness and student learning. Did you achieve the expected student growth impact from these activities? What components of the Framework would you want to be the focus of your professional learning/development next year?

Source of Evidence: Professional Growth									
1. Self-Assessment of Performance									
Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary									
	Component	Initial				3rd Cycle			
		I	D	A	E	I	D	A	E
DOMAIN 1 Planning and Preparation	1A – Demonstrating Knowledge of Content and Pedagogy								
	1B – Demonstrating Knowledge of Students								
	1C – Selecting Instructional Outcomes								
	1D – Demonstrating Knowledge of Resources								
	1E – Designing Coherent Instruction								
	1F – Designing Student Assessment								
DOMAIN 2 Classroom Environment	2A – Creating an Environment of Respect and Rapport								
	2B – Establishing a Culture of Learning								
	2C – Managing Classroom Procedures								
	2D – Managing Student Behavior								
	2E – Organizing Physical Space								
DOMAIN 3 Instruction	3A – Communicating with Students								
	3B – Using Questioning and Discussion Techniques								
	3C – Engaging Students in Learning								
	3D – Using Assessment in Instruction								
	3E – Demonstrating Flexibility and Responsiveness								
DOMAIN 4 Professional Responsibilities	4A – Reflecting on Teaching								
	4B – Maintaining Accurate Records								
	4C – Communicating with Families								
	4D – Participating in a Professional Community								
	4E – Growing and Developing Professionally								
	4F – Demonstrating Professionalism								

2. Possible Professional Growth Priority Components							3. Priority Component for Professional Growth Plan Development			
Planning and Preparation	1A	1B	1C	1D	1E	1F				
The Classroom Environment	2A	2B	2C	2D	2E					
Instruction	3A	3B	3C	3D	3E					
Professional Responsibility	4A	4B	4C	4D	4E	4F				
							Current Level of Performance			
							I	D	A	E

4. Professional Growth Plan (4E)		
This PGP must be completed and sent to committee members for review and approval no later than two weeks after the Cycle 1 Committee Meeting.		
Name:		Date:
a. Professional Growth Goal:		
b. Professional Growth Activities	c. Needed Resources/Support	d. Anticipated Completion Date
e. How will you assess your progress/success in addressing your Professional Growth Goal?		
f. What is the expected impact on student learning of your professional growth activities?		

5. Cycle 2 Progress Update (4E)
6. Cycle 3 Final Report
a. Analysis of Self-Assessments and Student Voice Survey: (4E)
b. Analysis of Professional Growth: (4E)
c. Summative Reflection: (4A)

Source of Evidence: Observation of Teaching	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 2A – Creating an Environment of Respect and Rapport 2B – Establishing a Culture for Learning 2C – Managing Classroom Procedures 2D – Managing Student Behavior 2E – Organizing Physical Space 3A – Communicating with Students 3B – Questioning and Discussion Techniques 3C – Engaging Students in Learning 3D – Using Assessment in Instruction 3E – Demonstrating Flexibility and Responsiveness	<u>Kentucky Teacher Performance Standards</u> ¹ – Learner Development 3 – Learning Environment 4 – Content Knowledge 5 – Application of Content 6 – Assessment 8 – Instructional Strategies

Guidelines for Developing the Source of Evidence: Observations of Teaching

When you have developed the lesson plans for your KTIP observations, you should remember that these plans provide the structure upon which you will create the classroom environment and implement instruction as described by the components of Domains 2 and 3, respectively. For this reason, as you prepare to be observed, you should review the components of Domains 2 and 3 and their levels of performance. The insights gained from this review will enable you to be more intentional as you consider how you will demonstrate each of the components in your teaching.

When submitting lesson plan to observers, include specifics such as bell ringer or introductory question; specific questions you will ask during the lesson (higher order thinking and discussion); video clip links or internet links, copies of all student handouts, copy of formative assessment and any results (pre-assessment); and copy of exit slip or lesson evaluation with criteria (rubric).

Source of Evidence: Student Voice Survey	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 1B – Demonstrating Knowledge of Students	<u>Kentucky Teacher Performance Standards</u> 1 – Learner Development 2 – Learning Differences 7 – Planning for Instruction

Guidelines for Developing the Source of Evidence: Student Voice Survey

With each day’s interactions with your students, you have expanded your understanding of their backgrounds, special needs, cultural differences, interests, and language proficiencies. The Student Voice Survey is a measure of the extent to which students perceive that their teacher provides:

- Support through rigorous instruction
- Transparency through effective communication styles
- Understanding through appropriate and varied assessment
- Discipline through respectful classroom culture
- Engagement through innovative instruction
- Nurturing through attentive observation
- Trust through teamwork

Data from the Student Voice Survey completed by your students during Cycle 3 will provide evidence as to how your students perceive their classroom environment. This data will provide additional insights regarding your students and can be used to inform your planning and professional growth activities. The data should be documented on the PGP.

- If you are teaching Preschool–Grade 2, the Student Voice Survey is not required because there is no electronic or hand-scored version of the survey available for these students.
- If you are teaching grades 3–12 in a public school, use the hand-scored version of the survey available on the EPSB website or the KDE electronic version of the survey if it is available through Infinite Campus.
- If you are teaching grades 3–12 in a private school, use the hand-scored version that is available on the EPSB website.

1. During Cycle 3, you will administer and score the Student Voice Survey. You, along with your committee or principal, choose the students to complete the survey. The analysis of the results of the Cycle 3 Student Voice Survey is included in the Cycle 3 Final Report of the Professional Growth Plan. Be sure to analyze in terms of student perceptions of your teaching skills in assisting them in their professional learning and how this connects to your professional growth.

GLOSSARY

This section provides general definitions for some of the terms frequently used in the KTIP materials.

Accommodations

Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Alignment

The consistency among objectives, pre-assessments, instruction, formative assessments, and summative assessments.

Analysis of Data

Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

Artifacts

Documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

Collaborating

Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference between cooperating and collaborating is that individuals are willing to learn from each other to become better at what they do. Collaborating means that individuals share risks, responsibilities, and rewards. It requires a substantial time commitment, very high level of trust, and turf sharing.

Developmentally Appropriate

The use of content, instruction, and assessment that meet the students' ability to reason, interpret, focus, communicate, and interact, both socially and academically.

Differentiation

The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

Diverse Student Needs

Various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

ELL

English Language Learners; sometimes used synonymously with ESL, English as a Second Language.

Formative Assessment

All those strategies undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet student needs.

GSSP

Gifted Student Services Plan; sometimes given another acronym in districts.

Higher-order Thinking

Comparing, analyzing, synthesizing, evaluating, and applying knowledge by the classroom strategies that go beyond dissemination of factual information.

IEP

Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations.

Instructional Day

A day that:

- The intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and
- Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

Intern Management System (IMS)

Electronic reporting system for the Record of Teacher Internship Year (RTIY) and the Resource Teacher Time Sheet (RTT)

Intervention

An educational practice, strategy, curriculum, or program to enhance learning for students.

Instructional Materials

Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

Kentucky Framework for Teaching

<http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx>

Kentucky Teacher Performance Standards

http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html

Kentucky Teacher Standards

<http://www.kyepsb.net/documents/EduPrep/Kentuckyteacherstandards.pdf>

Learning Outcomes

Educational aims or end products which encompass all goals and objectives.

Learning Targets

Educational aims or end products which encompass all goals and objectives. These are sometimes referred to as “I can” statements.

Misconceptions

Student responses which indicate inaccurate understanding of content.

Modifications

Practices that change, raise, or reduce learning expectations. Modifications can decrease the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Objectives

The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in “By the end of this lesson, the student will be able to identify and describe eight major causes of the Civil War.”

Patterns of Achievement

Growth in knowledge that can be charted or graphed showing the progress of the student in achievement of unit objectives.

Performance-based Assessment

An assessment that includes what a student or teacher is able to do (performance) rather than simply a written explanation of student knowledge.

Pre-assessment

Strategy or test used to reveal understanding of a topic prior to beginning formal instruction that may inform differentiated practice.

Professional Development

The means and activities teachers use to achieve professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It is an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

PGES

Professional Growth and Effectiveness System

Professional Growth Plan (PGP)

The plan teachers use to become more proficient. The process involves self-assessment, reflection, and a written plan for addressing and improving in the identified areas of growth.

Professional Learning Standards

<http://education.ky.gov/teachers/pd/pages/professional-development-standards.aspx>

Reflection

The reporting and analyzing of teaching philosophies, practices, and experiences. A vital part of a performance-based product is the reflection required of the teacher to understand why a lesson was productive or unproductive.

Rubric/Scoring Guide

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance. They define criteria to meet the expected teaching standard of performance.

Self-Assessment

A student's evaluation of his or her own work.

Student Voice

This is a classroom-level reporting system used to provide feedback and evidence of effectiveness to classroom teachers and administrators.

Source of Evidence

Focused collection of documentation that demonstrates teacher and student performance on components of the Kentucky Framework for Teaching to help determine competency in the Kentucky Teacher Standards.

Student-centered

Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on students.

Summative assessment

Evaluation of the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

Technology

Materials, devices, computers, and software that allow a teacher to demonstrate proficiency in Standard 6. Examples of appropriate technology might include but are not limited to word processing products, student data systems, white boards or presentation formats, Web quests, LCD projectors, computer labs, software packages that assist student learning, and email.